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ABSTRACT

The stated purpose of this bibliography is to assist school administrators, legislators, governors, and others in identifying documents already in their libraries which might assist in decision making at their respective levels, encourage effective action, and enhance the sense of urgency which the great American dream of equal educational opportunity for all creates. Documents included in this bibliography are stated to provide a background of the problems, issues, and barriers; the promising practices and models; and, some implementation, responsibility, and accountability. The divisions in the listing are said to follow the five categories of discrimination: ethnic/racial background, economic status, sex, age, and exceptional needs. Also included is a section on finance. Because of the overlapping nature of most materials included, it is suggested in the bibliography that the entire bibliography be examined, rather than an examination of only the particular area of interest. Loan copies of the cited publications may be available from local public, university, or state libraries. Purchase copies can be ordered from the sources shown. In the case of an ERIC publication (i.e. those cited documents with ED numbers shown at end of document), the local library may have the original document and/or the ERIC microfiche. (Author/JM)

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EQUAL EDUCATIONAL OPPORTUNITY:
Myth or Reality?

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INTRODUCTION

The great American dream of equal educational opportunity for all is yet a myth. The "one day"--of which Dr. Martin Luther King, Jr., dreamed--has not yet come. That is the reality!

It was in 1954 that the U.S. Supreme Court held, in *Brown v. Board of Education*, that the equal protection guarantees of the Fourteenth Amendment were violated by racial segregation of children in public schools. It was in 1964 that the Civil Rights Act was enacted with Title VI providing that any program receiving federal funds must insure that no person in the program be subjected to discrimination. It is 1975 and racial segregation in public schools is still practiced.

The unfulfilled dream remains the hope of many an American and is a paramount concern to students, parents, educational and political leaders as well as many a court. When will we resolve the issues which, because of psychological and sociological barriers, have thus far defied permanent resolution? How can we eliminate the frustrations experienced by all parties because there is no concerted attempt to highlight successful efforts to achieve equal educational opportunity in one area and adapt them to other areas? What accounts for the acceptance of transportation of pupils by bus as normal and natural in certain settings, particularly rural, and the nonacceptance of busing as a tool of racial balance, particularly in urban/suburban locales? If busing is so unacceptable, what are the alternatives and why have they not been pursued as conscientiously as busing has been opposed?

Firm actions based on the knowledge and experience of successes and failures and a sincere commitment combined with a dare to achieve this great American dream are the needs--to change this dream from myth to reality!

In a study of this profoundly complex subject, one can be inundated by the volume of available relevant professional literature, legislation, court decisions, resource organizations and individuals. This *Selected Bibliography* is intended primarily to assist school administrators, legislators, governors and others in identifying documents already in their libraries which might assist in decision making at their respective levels, encourage effective action and enhance the sense of urgency which the dream creates.

Documents included in this bibliography provide

- .. a background of the problems/issues/barriers
- .. the promising practices and models
- .. some implementation responsibility and accountability.

The divisions follow the five categories of discrimination: 1) ethnic/racial background, 2) economic status, 3) sex, 4) age and 5) exceptional needs, and a section on finance. Because of the overlapping nature of most materials included, it is suggested that you peruse the entire bibliography rather than just concentrate on your particular area of interest.

ETHNIC/RACIAL BACKGROUND

To effectively eliminate the practices of discrimination based on ethnic/racial background requires an understanding of the history, achievements, limitations experienced, and the problems of minorities--Blacks, Mexican-Americans, American Indians and others. Also, necessary is some familiarity with the policies both overt and subtle practiced by the majority in leadership which have frustrated both majority and minority members. One must read from the writings of the people themselves as well as of those who write about them. It is our hope that this bibliography will unearth unfamiliar areas of the subject for you to explore in relation to all minorities and those in control.

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SEX (WOMEN)

With the passage of the Civil Rights Act of 1964 came a full thrust to face the discrimination which had been experienced by women. ECS, with support from the Ford Foundation, has undertaken a project in the area of equal rights for women in education. This section contains the reports of that project, some recommended readings suggested by that project (marked with ERWE) and additional publications to assist the searcher in exploring the continuing need for solutions to discrimination practiced against women.

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